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REPORT
OF THE
TREASURER,
Overseer of the Poor,
AND
SUPERINTENDING SCHOOL COMMITTEES
OF THE
TOWN OF AMHERST,
FOR THE
YEAR ENDING MARCH 1ST, 1874.



CABINET PRESS, AMHERST.

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$$28 \overline{) 300} \quad (10)$$

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1874

Report of Town Treasurer.

TREASURER IN ACCOUNT WITH THE TOWN OF AMHERST :

DR.—To balance in Treasury March 1st, 1873,	\$2318 95
In Collector's hands,	1100 00
Taxes assessed,	10132 40
Insurance Tax,	7 50
Railroad Tax	696 63
Savings Bank Tax,	2231 64
Literary Fund,	116 03
Interest on Taxes for 1872,	24 54
" " 1873,	22 42
J. B. Fay, for use of Town Hall,	33 66
J. B. Fay, for lots sold in Cemetery,	18 00
Interest from Lawrence fund for Schools,	173 27
Reimbursement from State, of rejected County Claims	86 40
Recovered from Abatements,	5 30
	\$16966 74

CR.—By Cash paid out as follows :

State Tax,	\$2778 00
County Tax,	915 66
Schools,	2796 70
School House Tax,	253 35
Town Officers,	751 35
Fire Department,	686 92
Miscellaneous	1398 68
Snow Bills,	511 88
Roads and Bridges,	1125 85
Principal and Interest,	2660 62
N. H. Asylum, expense of Dr. Aiken,	89 02
Samuel Wilkins, for Town Farm,	155 41
In hands of Collector,	1000 00
In hands of Treasurer,	1843 30
	\$16966 74

HIGHWAYS & BRIDGES.

T. M. Harvell, building new highway,	\$136 25	
H. Plummer, land damage,	175 00	
Estate of I. Upham, land damage,	90 00	
J. G. Peacock,	43 00	
Wm. B. Sargent,	25 28	
J. Sampson,	17 50	
F. A. Chase & Co.	60 50	
C. J. Clark,	97 00	
F. A. Noyes,	28 25	
John Wallace,	16 00	
C. L. Bradford,	15 65	
N. M. Melendy,	74 96	
W. B. Peacock,	89 87	
J. M. Prince,	25 52	
D. A. Peabody,	63 27	
Solomon Prince,	99 80	
A. S. Wilkins,	29 80	
B. B. Whiting,	23 25	
C. T. Hall,	8 70	
Came & Boutell,	6 25	
	<hr/>	\$1125 85

SCHOOLS.

S. D. Herrick, District No. 1,	\$957 49	
Lovejoy & Brennan, " 2,	128 46	
J. H. Fisher, " 3,	296 97	
A. E. Bennet, " 4,	220 65	
E. G. Clark, " 5,	191 67	
S. Staples, " 6,	214 57	
E. W. Jones, " 7,	209 29	
C. J. Crooker, " 8,	153 40	
J. P. Manning, " 9,	227 63	
D. C. Shirley and		
B. B. Whiting, " 10,	134 46	
W. W. Bailey, " 11,	35 46	
A. A. Woodward, " 12,	26 65	
	<hr/>	\$2796 70

SCHOOL HOUSE TAX.

S. D. Herrick, District No. 1,	\$75 00	
Lovejoy & Brennan, " 2,	150 00	
Frank Hartshorn, " 4,	13 60	
A. A. Woodward, " 12,	14 75	
	<hr/>	\$253 35

SNOW BILLS.

C. C. Twiss,	\$28 00
J. H. Fisher,	13 33
A. E. Chickering,	3 59
D. A. Peabody,	26 01
C. L. Bradford,	14 90
S. Wilkins,	36 25
W. H. Hubbard,	7 50
C. S. Parker,	27 11
C. J. Clark,	29 25
C. T. Hall,	13 30
A. N. Lowe,	13 70
A. B. Woodward,	4 42
Buttrick & Lovejoy,	2 50
B. B. Whiting,	11 80
H. B. Carrier,	4 86
D. C. Shirley,	5 60
Frank Shoram	3 69
C. P. Wheeler,	15 68
I. P. Weston,	4 50
P. W. Jones,	32 22
Geo. F. Lynch,	5 40
N. M. Melendy,	5 10
William Pratt,	33 84
F. W. Holbrook,	2 50
A. S. Wilkins,	20 40
J. P. Trow.	15 70
J. C. Bontell,	3 25
J. U. Prince,	5 00
O. N. Willoby,	5 60
G. H. Shaw,	3 60
Solomon Prince,	4 80
J. F. Osgood, Jr.	2 50
C. J. Crooker,	3 60
D. W. Trow,	7 50
F. W. Chase,	19 17
E. W. Reed,	11 50
John Wallace,	12 00
C. F. Wright,	9 94
T. M. Harvell,	23 55
S. E. Staples,	3 24
E. P. Sargent,	3 78
J. F. Hanson,	11 70
	<hr/>
	\$511 88

FIRE DEPARTMENT.

Burt & Phelps, labor,	\$144 06	
J. Knight, lumber,	114 85	
James Cochran, labor,	82 86	
H. M. Parker, for laths,	16 65	
Kidder & Whitney, Hardware,	6 60	
S. B. Melendy,	4 31	
J. B. Fay,	52 00	
L. Bissell	80 80	
W. D. Forsaith,	2 00	
H. E. Woodberry,	15 16	
Paul Otis & Son, doors and blinds,	57 90	
A. A. Rotch, for Engine men,	39 00	
C. H. David, for rent,	6 00	
Burt, Phelps & Knight, oiling hose and var-		
nishing engine,	45 98	
J. B. Fay, steward,	6 75	
Services of Fire-Wards,	12 00	
	<hr/>	\$686 92

PRINCIPAL AND INTEREST.

Luther Coggin, principal and interest,	\$2023 50	
Chester Shipley, interest,	162 00	
Ellen McAlvin, “	69 11	
William Noyes, “	30 00	
Merrill Fletcher, “	84 00	
A. T. Rideout, principal and interest,	46 00	
G. H. Shaw, “	246 01	
	<hr/>	\$2660 62

TOWN OFFICERS.

J. B. Fay, 1st Selectman,	\$160 00	
B. R. Came, 2d “	135 00	
Thos. Jones, 3d “	115 00	
N. H. George, Collector,	100 00	
J. Knight, Treasurer,	50 00	
W. D. Forsaith, Town Clerk,	65 00	
A. Heald, Supt. of Schools,	65 00	
B. H. Bartlett, “ Dist. No. 1,	20 00	
E. R. Burt, Police,	27 35	
F. P. Phelps, “	5 00	
W. A. Mack, Moderator,	5 00	
P. Dodge and E. D. Boylston, Auditors,	4 00	
	<hr/>	\$751 35

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEES.

DISTRICT NO. 1.

The schools in District No. 1, under the Prudential charge of S. D. Herrick, were taught by Miss Carrie F. Proctor of Hollis and Miss Mary E. Bosworth of Amherst.

Miss Proctor came well recommended, and entered upon her works with a zeal and determination sufficient to verify that they were meritorious. The order reflects very much to the credit of both teacher and scholars.

Miss Proctor labored hard to impress upon her scholars the importance of being thorough in their studies; there was a marked degree of improvement, and in many instances they excel. The average attendance in the high department is twenty-five.

Primary Department—taught by Miss Bosworth—presents an average attendance of thirty-two scholars; six not absent one half day. In a school of this kind, where the ages range from five to eleven, the teacher alone is responsible for order, which was well maintained. Her discipline is very systematical. No better teacher can be put in charge of this department. She has well earned the reputation applicable to the front rank of our best teachers.

PRIMARY DEPARTMENT, MISS MARY E. BOSWORTH, TEACHER.

Summer Term	10 weeks,	\$10.00 per week,	\$100.00	
Fall	“ 12 “	10.00 “	120.00	
Winter	“ 13 “	10.00 “	130.00	
Amount,				\$350.00

GRAMMAR DEPARTMENT, MISS CARRIE F. PROCTOR, TEACHER.

Summer Term	10 weeks,	\$11.00 per week,	\$110.00	
Fall	“ 12 “	12.00 “	144.00	
Winter	“ 13 “	13.00 “	169.00	
Amount,				\$423.00

Total, including board,	\$773.00
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B. H. BARTLETT.

Amherst, Feb. 27, 1874.

REPORT OF THE TOWN SUPERINTENDING COMMITTEE.

In making this, our annual, report we feel more and more the importance of a deeper interest in the subject of education. In schooling the masses is to be found the only safeguard for the institutions of our government; which we believe to be the freest and best of any nation on earth.

President Quincy uttered an important and abiding truth when he said, "*Human happiness has no perfect security but freedom, and freedom none but virtue, and virtue none but knowledge.*" Every elector should be prepared to act independently and intelligently; and this cannot be without education. Those who follow only the dictates of others are but forging fetters for their own limbs.

Taxation and compulsory education may be the occasion of complaint and regarded as tyranny by many who have none to educate, or by those who esteem the time and labor of their children of more importance than schooling. Immediate and lesser gains too frequently exert a stronger influence than more distant and desirable results.

Education should be general. It is at our peril that we allow the masses to remain ignorant and corrupt. Let no one take comfort simply in the fact that he is educating his own household; but let him joy in this rather, that he is doing a work for which future generations shall bless him.

We must educate the masses, if only in self defence. The ragged urchin whom we pass unthinkingly in our streets may turn out a desperado, who in future years may, with drawn dagger, undermine the fair temple of freedom. It is treason to one's country to allow such to spend their time in idleness and grow up in ignorance. We say then, with all the earnestness of which we are capable, *educate, educate all classes*. Let the boys and girls have equal chances, but especially educate the girls; let them be untrammelled in this, and reach the topmost round in the ascent upon the ladder of science if they will. Let the mothers of unborn generations, that are to wield the destinies of our nation in the coming time, be intelligent educated women. No educated mother will ever allow her children to grow up in ignorance. Educated fathers may; but educated mothers never, *no never*.

The great problem to be solved is, how shall we best secure this general culture? The increase of facilities are not sure to do it; these are very important in their place, but many do not appreciate them and consequently do not avail themselves of the advantages they afford.

A deeper interest needs to be awakened upon this subject, and this should begin at the base. We need hardly say this is with the parent. If the roots are not alive and vigorous, alas for the fruit and branches!

Many would spurn the idea that they were not in favor of the education of their children. You are interested in result, but you are not to take all the intermediate steps along the road that leads to it. We are glad that we can say in many instances there is here no lack. Let the number be increased and we are gaining ground.

The contact between the parent and child is close and constant, especially in the earlier period of the child's life; and no other can place themselves between them without doing an injury.

Teachers and Superintending Committees are only aids in this work, doing what the parent could not well do; if the parents neglect their duty, these amount to but little.

Law also comes in for its share in this matter, but if interest and earnestness at the foundation be right the thing will be done, law or no law. "They become a law unto themselves."

But as at present, law we must have, it is desirable to secure the best law we can.

This question of a change in the school law is to come before you at your annual meeting. An article has been inserted in the warrant which reads as follows: "To see if the town will abolish the school districts therein, agreeably to 'An Act enabling towns to abolish the school districts in certain cases.

Approved July 2, 1870."

The first section is the one of principal importance, which is here given:

"*Section 1.* Any town may at any time abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus, and other property owned and used for school purposes, which such districts might lawfully sell or convey. The property so taken shall be appraised under direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town equal to the amount of the whole appraisal, and then shall be remitted to the taxpayers of each district the said appraised value of its property then taken; or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest."

The questions are, is it wise to adopt this article? Would it increase the facilities and the interest in education? Would the same amount of money secure better results?

We are decidedly of the opinion that it would in our town

Carroll.

July 1876

if it could be efficiently carried out. Location and the surrounding circumstances would greatly modify the workings of this law.

What of the location of our town? Favorable. The out districts are of easy access to the village, with the exception of Chestnut Hill, and that is not difficult.

What are the surrounding circumstances? Favorable. We should need no outlay for a High School building, and very little change in the school-houses. No. 2 would need repairing.

What are the advantages of the one-district system over the many? Equalization of school privileges to all the scholars in town. Each advanced pupil has a right to all the advantages of the High School, and every other child of proper age has equal rights in the primary departments as far as they can be secured by the Superintending Committee. The machinery is more simple. The responsibility is centered in one committee for the whole town.

What are the objections urged against the adoption of this law? I will give you a few, and I think the strongest that can be presented. They are those presented by different individuals in different towns in the State:

Colebrook—"School officers do not half do their duty now, and under the proposed change they would not be so likely to as under the present system; towns will not pay the expense, and competent persons will not do it gratuitously."

Chesterfield—"Not half our towns have suitable men enough to make such a board."

Francestown—"Not in towns similar to this, districts too scattering."

Jefferson—"The spirit of our form of government is to allow each state, town and district to manage its local affairs."

Meredith—"Tends too much to the centralization of power and fostering favoritism."

Pelham—"People like to have a voice in the choice of their teachers and not be liable to have one foisted upon them of an objectionable character."

Shelburn—"It failed to work well in many towns in Maine where nearly the same arrangement was instituted."

Sunapee—"The people of our town would regard it as an encroachment upon the proper right of the district and the effects of the ill feeling which would result from it would probably counterbalance all its advantages." Weigh the pros and cons, and decide this question candidly.

In the schools for the past year there have been no failures, although, as in all such cases, of a number of teachers and a variety of circumstances, there have been different degrees of suc-

cess. As we have visited them at different times, not only at the commencement and at the close, but during the progress of the term, we have been impressed with the general good order, and a disposition on the part of most of the scholars to make progress.

The school money from all sources, by taxation, for repairs and from literary fund for the year, was \$ 3049,02 ; \$ 253,35 has been expended in repairs, the remainder, \$ 2795,67, for schools.

There have been employed 14 different teachers, 1 male, and 13 female. These have taught 22 terms ; 8 have taught 1 term each, 4 have taught 2 terms, and 2 have taught 3 terms.

A vote was passed at the last annual meeting, appropriating \$200 to purchase a set of outline maps for each school. After making an examination of different maps, we decided that Mitchell's New Outline Maps, were the best adapted to our wants of any among the number. They were purchased at an expense of \$ 20 per set. They have given almost universal satisfaction. At the examination of one of the schools at its close, a gentleman was present, who remarked in the town meeting when the vote was pending, that it was of no use to get them, for the teachers would not use them and they would hang useless in the school-room, as others had done before. Upon listening to the Geography class in their examination, which was almost wholly upon the maps, his opinion was changed, and said that "he believed the maps had paid for themselves in this town." We recommend to all who have not obtained them to do so before another year is past.

DISTRICT No. 2.—"ACRE."

This school was taught by Mary C. O'Connor. The school is smaller than in years past, but as it grows less in numbers it has improved in quality. The teaching was energetic and thorough, the order good, and the whole thing was a decided success. The writing showed uncommon improvement. The teacher remarks, in her register, "the great drawback is irregularity in attendance." They have had 22 weeks schooling. The first term, 10 scholars reported as not whispering, the second term, 15. Bravo ! all honor to No. 2.

DISTRICT No 3.—"CRICKET CORNER."

This school has kept 33 weeks, with three terms. The first was taught by Mattie J. Ware, with very good degree of success. The first part of the term promised much, the close, from some little want of co-operation between parents and teacher,

did not manifest all that was promised at first. Some of the pupils made uncommon improvement. The second term was taught by Abbie F. Bosworth. This was a profitable term. With the exception of a little difficulty with one scholar, every thing was right. I do not know that I could suggest any improvement in the teaching or order. It is a pleasure to have the charge of such a school.

The third term was taught by George N. Gage. There was quite a large addition of large boys, some of them of the best class, and did not whisper during the term, and others were not so good. Nine cases of corporeal punishment are reported, all needed. Mr. Gage is a thorough teacher; conscientious and kind. A number of the pupils left before the examination, but the examination showed that he had done a good work. The recitations were good and showed a thorough acquaintance with the principles.

DISTRICIT No. 4.—“CHRISTIAN HILL.”

Two terms, both taught by Lenara A. Smith. This is a good school still, and has been well taught. The teacher reports that Louie Coolidge, Hattie Hartshorn, Clarence Trow and George Trow, did not fail on one word during the term, and Lucy Hartshorn on only one, in spelling over 1400. Our best wish for this school is that it may prove to be as interesting and profitable for years to come as it has been for the three that have passed.

DISTRICT No. 5.—“DANFORTH’S.”

This school has had three terms. The first taught by Hattie E. Farley, the second and third by Jennie N. Clark. This school has improved upon the past years. The order was better, and recitations better. It is hoped they may have for the coming year as good teachers as those of the past.

DISTRICT NO. 6.—“POND PARISH.”

Two terms, and the last one too long for profit. It will be eighteen weeks when completed. It would have been better to have divided this, and had three or four weeks vacation.

The first was taught by Lizzie G. Jenkins, and her first experience, and she made a very good beginning. The school appeared well at the close, but lacked somewhat in activity and energy. The second term is still in progress; taught by S. Annie Wilkins. Miss W. is an old and experienced teacher;

we should judge, as she reports the number of months school taught before this term to be "*without number*." This we suppose to be what is called in Arithmetic technicality "*infinity*." What cannot be measured cannot be numbered. Well, no matter how large or long the experience if it all tells to advantage. This school is doing well,—improvement encouraging and order good.

DISTRICT NO. 7.—"NOYES."

This school has had 29 weeks, divided into 3 terms, taught by Hortensia McMillen. Five of the older and best scholars attended the McCollum Institute at Mt. Vernon, which changed the character of the school very much. The teacher gives no report of the number of months taught before this term, but we suppose her to have had considerable experience. More thorough drill would have been desirable.

DISTRICT No. 8.—"CROOKER."

The first term was taught by Abbie F. Bosworth, and was only too short to please the district. Pupils seldom show more excellent drill than those this school manifested. The class in Mental Arithmetic could recite the multiplication table forward and backward without any hesitancy. This term was well done.

The second term was taught by Isadore Richardson. Miss R. has taught a number of terms in this town, and given very good satisfaction. The school made very commendable improvement. The prudential was fortunate or wise in his selection of teachers.

DISTRICT No. 9.—"CHESTNUT HILL."

This district has had 34 weeks of school taught by Arabella L. Johnson. Miss J. reports that she has attended no session of the "Teachers' Institute." She would find it of decided advantage to do so at the first opportunity. There was not sufficient drill upon the fundamental principles. The spirit of the school was good and the progress fair.

DISTRICT No. 10.—"SKEETERVILLE."

Only 21 weeks in this district; it deserves more. The first term was taught by Martha J. Brown; her first attempt. More experience and greater energy would improve her teaching. It requires great activity to be a successful teacher. The school

was in good order, but did not make all that advancement that was desirable.

The second term was taught by Addie M. Lakin. There were a number of larger scholars in this term, and those that had a desire to learn, which added much to the interest of the school. The school was a success. Miss L. is not troubled to talk, and this is a very desirable qualification in a teacher. Although the school is small, the examination showed much talent, and was of uncommon interest.

DISTRICTS Nos. 11 & 12

are connected with schools in Merrimack. The first has 8 pupils, 5 boys and 3 girls; the second, 4 pupils, 3 boys and 1 girl.

Text Books,—National Reader and Speller, Guyot's Geography, Eaton's Arithmetic, Green's Grammar, Mahew's Book-keeping, Quackenbos & Anderson's History, Robinson's Algebra, March's Parser and Analyzer, Johnson's Philosophy and Chemistry.

A. HEALD, Superintending Committee.

Amherst, Feb. 28, 1874.

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4630

1200

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